



# Caledonian Scholars and Associates Initiative

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## Overview

2009-10

# **Caledonian Scholars and Associates Executive Summary**

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## **Introduction**

The Caledonian Scholars and Associates initiative has been designed to contribute to a distributive leadership model of innovation in learning and teaching across the University. It also supports continuing professional development (CPD) in learning and teaching as detailed in the University's CPD Policy (2008). Taking a leading role in learning and teaching as either a Scholar or an Associate will contribute to the enhancement of learning and teaching practice and the quality of the student experience, in addition to addressing a number of promotion criteria through the teaching route. There are benefits to be gained in terms of developing a scholarly profile in learning and teaching, engaging with like-minded colleagues across the University, and taking forward innovation in learning and teaching to benefit students, Departments and Schools.

## **Becoming a Caledonian Scholar**

Each year priorities for the Learning, Teaching and Assessment Strategy (LTAS) will be highlighted and a limited number of opportunities created to act as a Caledonian Scholar. Scholars will identify the need for some innovative action research to address a specific LTAS priority theme, and will secure the support of their host School/Central Department to apply for a Scholar role to design, develop, and undertake this action research. Scholars will be supported in their role both within their School/Central Department and through the Caledonian Academy. Scholars will also disseminate the findings of their project at University and national levels.

Caledonian Scholars will receive funding from the Caledonian Academy for a two year period. For each of the two years Scholars will receive up to £1,000 protected funding set up in their individual CPD/staff development accounts (these will need to be established where they do not currently exist) during the scholarship period. In addition, Scholars may be eligible to register on GCU's Masters Programme in Learning and Teaching and use the project and their findings as evidence for assessment. In recognition of their commitment, Caledonian Scholars will be supported by their School/Support Department through a negotiated remission of their workload (maximum of 5 hours per week).

An additional opportunity exists for individuals to be recognised as a Caledonian Scholar through securing external funding to undertake a development or action research project which aligns with the LTAS priorities.

## **Becoming a Caledonian Associate**

Staff will be recognised as Caledonian Associates through their desire and commitment to adopt a new or innovative approach to address an acknowledged issue, problem or challenge in relation to a teaching, learning and assessment priority within their Department/School. Caledonian Associates are likely therefore to undertake small scale and time limited practice-focussed projects. Staff would normally take on an Associate role for a period of 1 year. In recognition of their commitment Caledonian Associates will be supported by their

Department/School through a negotiated remission of their workload (up to a maximum of 3 hours per week).

Associates will be supported in undertaking their project by their Head of Department and through a Caledonian Academy facilitated community of practice. Associates may use their experience in this role as evidence of their own CPD and, where appropriate, incorporate their projects within an accredited work based learning programme, for example the Pg Certificate or Masters programme in Learning and Teaching.

## **Caledonian Scholars and Associates Initiative 2009-10**

### **1 Introduction**

- 1.1 The Caledonian Scholars and Associates initiative has been designed to contribute to a distributive leadership model of innovation in learning and teaching across the University, and to support Continuing Professional Development (CPD) in Learning and Teaching as detailed in the CPD Policy (2008).
- 1.2 Applications are invited from suitable applicants with an interest in developing and leading innovative learning and teaching in an area of their own interest which relates to the current priority themes of the University's and School's Learning, Teaching and Assessment Strategy (LTAS). Taking a leading role in learning and teaching as either a Scholar or an Associate will contribute to the enhancement of learning and teaching practice and the quality of the student experience, in addition to addressing a number of promotion criteria through the teaching route. There are benefits to be gained in terms of:
- career progression
  - enhancing skills and scholarship in learning and teaching
  - enhancing the individual profile in learning and teaching at School/Central Department, University and/or inter/national contexts
  - engaging with like-minded colleagues from across the University
  - taking forward innovation in learning and teaching to benefit students, the Department and the School
  - gaining University recognition for commitment to, and investment in, scholarship in learning and teaching.

### **2. Becoming a Caledonian Scholar:**

- 2.1 Each year priorities for LTAS will be highlighted for the University and a limited number of opportunities created to act as a Caledonian Scholar. Scholars will identify the need for some innovative action research to address a specific LTAS priority theme, and will secure the support of their host School/Central Department to apply for a Scholar role to design, develop, and undertake this action research. Scholars will be supported in their role both within their School and through the Caledonian Academy. Scholars will also disseminate the findings of their project at University and national levels.
- 2.2 Caledonian Scholars will receive funding from the Caledonian Academy for a two year period. For each of the two years Scholars will receive up to £1,000 protected project funding set up in their individual CPD/staff development accounts (these will need to be established where they do not currently exist) during the scholarship period. In addition Scholars may be eligible to register on GCU's Masters Programme in Learning and Teaching and use the project and their findings as evidence for assessment. In recognition of their commitment Caledonian Scholars will be supported by their School/Central Department through a negotiated remission of their workload (up to a maximum of 5 hours per week) for the duration of their scholarship.

- 2.3 Staff interested in a Scholar role should submit a Caledonian Scholar application form. Applicants should provide details of the nature of the project that will be carried out, and detail how it aligns with one or more of the current, identified priority themes for learning and teaching in the University/School Learning Teaching and Assessment Strategy (LTAS) and School/Central Department plans. The application should provide details of requested funding and how this will be used to achieve the project, for example assistance with research activities, gathering and analysis of data, dissemination activities, conference attendance, etc.
- 2.4 In addition, applicants are requested to highlight their methodology, evaluation and dissemination plans in respect of the project findings/outcomes. Applicants should gain the approval of their Head of Department and School Management Team (or equivalent), and acquire the signature of the Chair of the School Management Team (or equivalent) and Head of Learning, Teaching and Quality (or equivalent) prior to submitting their application form to the Caledonian Academy. Final decisions will be made by the Pro-Vice Chancellor (Learning Innovation) following a peer review process involving external experts with a national and international profile in learning and teaching.
- 2.5 An additional opportunity exists for an individual to be recognised as a Caledonian Scholar through securing external funding to support a collaborative School/Central Department and Caledonian Academy action-based research project. Externally funded Scholar roles will be held for the duration of the funding period. Staff interested in this opportunity may be supported by the Caledonian Academy to identify appropriate funding sources, and to design, implement and evaluate their project. Scholars may also negotiate to receive matched funding from their School/Central Department and/or seek small grant funding from the HEA Subject Centres to supplement the internal funding.
- 2.6 Caledonian Scholars will be supported by the Caledonian Academy through a community of practice and with advice and guidance on writing publications and disseminating findings. Scholars will additionally receive mentoring from a nominated senior member of their School/Central Department, or their Head of Learning, Teaching and Quality (or equivalent). This process will also support Scholars in the dissemination and embedding of successful initiatives across the Schools, Departments and the University.
- 2.7 Project evaluation will include a review by the Caledonian Academy and the Head of Learning, Teaching and Quality (or equivalent) of a progress report produced by the Scholar at the end of year 1 to ensure appropriate progress is being made to release the second year's funding. Final project outcomes/findings and evaluation will be presented by the Scholar to strategic committees, including where appropriate the University's Academic Policy Committee (APC) or Learning & Teaching Sub-Committee (LTSC), the School/Department School Management Team (or equivalent) and to University colleagues via the Caledonian Academy.
- 2.8 Scholars will be expected during the Scholarship period to:

1. Lead an authentic action-based project to improve learning and teaching within the School/Central Department and/or University
2. Embed the positive outcomes of their project within their School/ Central Department and where appropriate across the institution.
3. Provide leadership in scholarship of learning and teaching through preparing and presenting at events to share the progress, experiences and outcomes of the action based project with peers
4. Cascade CPD in learning and teaching at institutional level during the course of the project and disseminate the project outcomes at the end of their Scholarship eg leading a Academy Horizons Reading Group, running a PgC LTHE Caledonian Conversation, running a seminar/workshop, publishing in an internal learning and teaching journal
5. Share expertise and support colleagues involved in CPD activity including Caledonian Associates, incoming Scholars or staff engaged on GCU accredited programmes in learning and teaching.
6. Give consideration to combining their action research project with a GCU accredited programme in learning and teaching to achieve a Masters or Doctorate award.

2.9 Caledonian Scholars will be required at the end of the Scholarship period to:

1. Provide a final report to the Caledonian Academy and to their School/ Central Department as part of their PAR process.
2. Disseminate their project findings/outcomes and evaluation to their School Management Team (or equivalent), other University committees where appropriate and the Caledonian Academy.
3. Explore opportunities with the Caledonian Academy for dissemination of their outcomes/findings at national and/or international level eg peer reviewed journal article and/or conference paper.

#### 2.10 **Scholarship Criteria:**

- A proven ability to provide leadership and influence peers in the area of learning and teaching, and/or enhancing the student experience
- Be recognised as an opinion leader within their School/Central Department on issues related to learning and teaching
- A desire to engage with a distributive leadership model to contribute to the University's continuing professional development in learning and teaching
- An ability to interpret and identify areas for improving learning and teaching practice in line with the University and/or School/Central Department current LTAS priorities.
- An understanding of the pedagogy of adult learning, and knowledge of available and emerging teaching and learning methods and assessment practices
- A proven record of achievement in educational design, teaching, learning and assessment strategy development, educational technology and/or curriculum development.

2.11 Experience of holding a Scholar role is recognised as evidence for promotion but is not a determinant of promotion.

### **3. Becoming a Caledonian Associate**

- 3.1 Staff will be recognised as Caledonian Associates through their desire and commitment to adopt an innovative approach to an acknowledged issue, problem or challenge in relation to a teaching, learning and assessment priority within their School/Central Department. Caledonian Associates are likely therefore to undertake small scale and time limited practice-focussed projects. It is expected that Associates, although less experienced than Scholars, will share a similar desire to engage with the distributive leadership model and promote learning and teaching issues within their School/Central Department.
- 3.2 Caledonian Associates will be supported to improve practice in an area related to one or more of the current priority themes of the University's and School's Learning, Teaching and Assessment Strategy.
- 3.3 Staff would normally undertake an Associate role for a period of 1 year. In recognition of their commitment, Caledonian Associates will be supported by their School/Central Department through a negotiated remission of their workload (up to a maximum of 3 hours per week).
- 3.4 Staff interested in undertaking an Associate role should complete a Caledonian Associate application form. Applicants should provide details of the aims of their practice-focussed project, and how it aligns with one or more of the current, identified priority themes for learning and teaching in the University/School LTAS and School/Central Department plans. Applicants should gain the approval of their Head of Department, and their Head of Learning, Teaching and Quality (or equivalent) prior to submitting their application form to the Caledonian Academy. Final decisions will be made by the Pro-Vice Chancellor (Learning Innovation) following a peer review process involving external experts with a national and international profile in learning and teaching.
- 3.5 Progress will be reviewed mid-way through the project by the Head of Learning, Teaching and Quality (or equivalent) and the Caledonian Academy to ensure appropriate progress is being made to warrant continuation of the project. This should additionally inform the Associate's PAR process. Final project outcomes/findings and evaluation will be presented by the Associate to the Head of Department, School Management Team (or equivalent) and the Caledonian Academy.
- 3.6 Associates will be supported in undertaking their project by their Head of Department, and through a Community of Practice facilitated by the Caledonian Academy. Associates may use their experience in this role as evidence of their own CPD and, where appropriate, incorporate their projects within an accredited work based learning programme, for example the Pg Certificate or the Masters programme in Learning and Teaching.
- 3.7 Caledonian Associates will be expected during their Associateship to:

- Liaise with the Caledonian Academy and other Associates to share experiences and explore innovative and effective learning and teaching practices across the University in line with the University/School current LTAS
- Work with the Caledonian Academy to progress their project
- Disseminate the findings of their project within their School/Central Department, and where appropriate across the institution
- Explore options to embed the positive outcomes of their project
- Mentor or supervise less experienced colleagues engaged in CPD in learning and teaching
- Contribute to the School/Central Department and/or Caledonian Academy CPD in learning and teaching activities
- Give consideration to combining their action research project with a GCU accredited programme in learning and teaching to achieve a Pg Certificate or Masters award.

3.8 Caledonian Associates will be required at the end of their Associateship to:

- Disseminate the outcomes/findings and evaluation of their project to their Head of Department, School Management Team (or equivalent) and the Caledonian Academy
- Explore opportunities with the Caledonian Academy to publish their findings/outcomes at institutional, national and/or international level.

3.9 **Associate Criteria:**

- A demonstrable desire to promote the scholarship of learning and teaching
- A developing knowledge and understanding of learning theories and approaches
- Experience of range of teaching, learning and assessment practices and/or curriculum design and delivery
- An understanding of University policies and procedures relating to learning and teaching.
- Enthusiasm for, and commitment to, identifying opportunities and implementing innovation in learning and teaching

3.10 Experience of holding a Caledonian Associate role is recognised as evidence for promotion but is not a determinant of promotion.

## Appendix 1:

### A Quick Guide to the Application Process for Caledonian Scholars and Associates

	<b>CALEDONIAN SCHOLARS</b>	<b>CALEDONIAN ASSOCIATES</b>
<b>Duration</b>	2 years	1 year
<b>Funding</b>	up to £1,000 per year	None
<b>Workload remission</b>	By negotiation up to 5 hrs/week	By negotiation up to 3 hrs/week
<b>Focus</b>	An LTAS priority	An LTAS priority
<b>Project Approval</b>	Head of Department, School Management Team and Head of Learning, Teaching and Quality (or equivalent)	Head of Department, and Head of Learning, Teaching and Quality (or equivalent)
<b>Progress review</b>	Interim report after year 1 with progress review by Head of Learning, Teaching and Quality (or equivalent), and Caledonian Academy  Final report at end of year 2	Interim report after 6 months with progress review by Head of Learning, Teaching and Quality (or equivalent), and Caledonian Academy  Final report at end of year 1
<b>Project findings/outcomes and evaluation</b>	Presented to the School Management Team (or equivalent), to APC or LTSC (where appropriate) and the Caledonian Academy	Presented to the School Management Team (or equivalent), Head of Department and the Caledonian Academy